

ED 405 588

CS 215 762

AUTHOR Davis, Frank A.
TITLE Compositional Metaphors: A Pedagogical Necessity.
PUB DATE Mar 96
NOTE 6p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (47th, Milwaukee, WI, March 27-30, 1996).
PUB TYPE Speeches/Conference Papers (150) -- Guides - Classroom Use - Teaching Guides (For Teacher) (052) -- Viewpoints (Opinion/Position Papers, Essays, etc.) (120)
EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Classroom Communication; Classroom Techniques; Higher Education; Instructional Improvement; Learning Strategies; *Metaphors; Teacher Student Relationship; *Writing Instruction
IDENTIFIERS Classical Rhetoric; *Dichotomies

ABSTRACT

This paper offers a compilation of compositional metaphors suggested as appropriate for use in writing instruction. The paper states that compositionists deal continuously with a wide variety of complex and potentially undesirable dichotomies caused by differences in experience, physiology, and ethnicity. According to the paper some of these dichotomies include reader/non-reader, literate/oral, expert writer/novice writer, mature/naive, cosmopolitan/provincial, and broad-minded/narrow-minded. The paper offers the opinion that these differences may pose harmful barriers to effective writing instruction, not only among students within the same classroom, but also between individual teachers and students. Suggested in the paper is the use of the metaphors to suffuse pedagogical approaches, lesson plans, and notions of classical rhetoric such as invention, arrangement, and style. (CR)

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *

"Compositional Metaphors: A Pedagogical Necessity"

Overview

Compositionalists deal continuously with a wide variety of complex and potentially divisive dichotomies caused by differences in experience, physiology, and ethnicity. These differences pose potential barriers to effective writing instruction, not only among students within the same classroom, but also between individual teachers and students.

What better way to transcend these differences and avoid undesirable dichotomies than to use the appropriate metaphor, since metaphor means--literally--to carry or go beyond? Compositional metaphors such as coach, judge, accoucheur/euse, craftsman, and trouper enable writing teachers and those they teach to transcend differences in experience, physiology, and ethnicity, and thereby obviate undesirable dichotomies.

Differences of experience in producing written language yield dichotomies which include reader/non-reader, literate/oral, and expert writer/novice writer. Differences in life experience yield dichotomies which include mature/naive, cosmopolitan/provincial, and broad-minded/narrow-minded. Differences in physiology and ethnicity yield dichotomies of gender, race, sexual orientation, and cognitive styles. Such dichotomies may cause an "insider/outsider" distinction that can devastate teacher-student and student-student relationships.

This compositionalist encourages his fellow compositionists to integrate these metaphors into their pedagogy, for not only can these metaphors suffuse pedagogical approaches, lesson plans, and notions of classical rhetoric such as invention, arrangement, and style, but they also will evince their utility and value in situations far beyond the composition classroom.

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

☒ This document has been reproduced as
received from the person or organization
originating it.
☐ Minor changes have been made to improve
reproduction quality

• Points of view or opinions stated in this docu-
ment do not necessarily represent official
OERI position or policy

PERMISSION TO REPRODUCE AND
DISSEMINATE THIS MATERIAL
HAS BEEN GRANTED BY

F. Davis

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)

COMPOSITIONAL METAPHORS: A PEDAGOGICAL NECESSITY?

INSIDER/OUTSIDER DICHOTOMIES

Dichotomies Caused by Differences vis-a-vis Written Language
reader*/non-reader

- *vocabulary (active & passive)
- *degree & ease of articulation
- *deeper, better-developed, & more sustained thinking
- *longer, more complex sentences
- *better at abstract thinking

literate*/oral

- *more focused (stays on & delves into a topic)
- *more emphasis on *logos* than on *ethos* or *pathos*
- *analytical & synthetic
- *aware of symbols *qua* symbols

expert writer*/novice writer

- *is all of above, plus
- *is one's own taskmaster
- *uses time as an ally
- *is reconciled to writing\reading ratio
- *knows how to collaborate
- *is "ever" aware of *quaestio*
- *respects--if not reveres--written language

Dichotomies Caused by Differences in Life Experience

broadminded*/narrow-minded mature/naive; cosmopolitan/provincial

- *willing to be patient, to take a "wait-and-see" attitude
- *possessing a sense of history
- *not easily surprised
- *tolerant, willing to consider all sides of an issue
- *not wed to the status quo, nor to the past, nor to the future, nor to change for change's sake

BEST COPY AVAILABLE

Dichotomies Caused by Differences in Physiology & Ethnicity

gender

female
male

race

African-American
Asian
Caucasian
Mixed
Native American

ethnicity

a multitude

sexual orientation

asexual
bisexual
heterosexual
homosexual

sexuality

experimentive
venturesome
monogamous
prudish

cognitive style

visual
tactile
aural
intuitive
analytical
feeling
sensation

BEST COPY AVAILABLE

COMPOSITIONAL METAPHORS

[bridged "insider/outsider dichotomies" are in brackets]

Coach [all]

- determines the atmosphere of the class, the rapport between writing teacher and student writer
- introduces student writers to myths about writing
- diagnoses problem areas
- praises and polishes strengths
- motivates and primes for next course, next level of writing

Judge [all but cognitive style]

- defines and justifies evaluative criteria
- ensures that each and every student receives fair treatment
- assures student writers of the worth of "passing muster"

Accoucheur/Accoucheuse [reader/non-reader, literate/oral, expert writer/novice writer]

- conception
- pregnancy test
- frequent visits
- lifestyle choices
- nutrition
- weight
- exercise(s)
- complications
- ultrasound
- delivery
- postpartum bath
- formal naming
- presentation to family

Master Craftsperson [reader/non-reader, literate/oral, expert writer/novice writer]

- committed to the assignment, to long-term and short-term goals of the writing course
- faithful to truths, not myths, about writing
- patient with the composing process
- willing to "return to the saddle and boot up"
- reconciled to the writing/reading ratio
- proud of the permanence of the paper; excited about its uniqueness

Trouper [all]

- is the venerable roadshow actor
- is concerned that every student in every class get his or her "money's worth"
- can repeat lines over and over, but knows when to change lines because the trouper can read the audience and oneself
- knows when to change "shows" to avoid "burn-out"

Student as Apprentice Craftsman [reader/non-reader, literate/oral, expert writer/novice writer]

- committed to the assignment, to the long-term and short-term goals of the writing course
- faithful to truths, not myths, about writing
- patient with the composing process
- willing to "return to the saddle and boot up"
- reconciled to the writing/reading ratio
- content with progress, whether incremental or from plateau to plateau
- proud of the permanence of the paper; excited about its uniqueness

Language as a Bridge [all]

- from inner expression to outer expression
- between writer and reader
- from classroom to career
- from reactive posture to proactive behavior

Composing as a Puzzle [reader/non-reader, literate/oral, expert writer/novice writer]

- parameters of assignment::parts of puzzle
- part-to-whole/whole-to-part aspects of the draft
- fluid relationship between invention and arrangement

Composing as a Toggle [reader/non-reader, literate/oral, expert writer/novice writer]

- "big picture" <=> "small picture"
- level of word <=> level of sentence <=> level of subtopic <=> level of topic
- writer <=> reader

Composing as Booting Up [expert writer/novice writer]

- re-engage with the draft
- re-view the document vis-a-vis the assignment
- check for problems and for improvements



U.S. Department of Education
Office of Educational Research and Improvement (OERI)
Educational Resources Information Center (ERIC)



REPRODUCTION RELEASE

(Specific Document)

I. DOCUMENT IDENTIFICATION:

Title: Paper presented at the 1996 Annual 4C's Convention (Milwaukee)	
"Compositional Metaphors: A Pedagogical Necessity"	
Author(s): Frank A. Davis	Publication Date:
Corporate Source:	March 27-30, 1996

II. REPRODUCTION RELEASE:

In order to disseminate as widely as possible timely and significant materials of interest to the educational community, documents announced in the monthly abstract journal of the ERIC system, *Resources in Education* (RIE), are usually made available to users in microfiche, reproduced paper copy, and electronic/optical media, and sold through the ERIC Document Reproduction Service (EDRS) or other ERIC vendors. Credit is given to the source of each document, and, if reproduction release is granted, one of the following notices is affixed to the document.

If permission is granted to reproduce and disseminate the identified document, please CHECK ONE of the following two options and sign at the bottom of the page.



Check here
For Level 1 Release:
Permitting reproduction in microfiche (4" x 6" film) or other ERIC archival media (e.g., electronic or optical) and paper copy.

The sample sticker shown below will be affixed to all Level 1 documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

Level 1

The sample sticker shown below will be affixed to all Level 2 documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN OTHER THAN PAPER COPY HAS BEEN GRANTED BY

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

Level 2



Check here
For Level 2 Release:
Permitting reproduction in microfiche (4" x 6" film) or other ERIC archival media (e.g., electronic or optical), but not in paper copy.

Documents will be processed as indicated provided reproduction quality permits. If permission to reproduce is granted, but neither box is checked, documents will be processed at Level 1.

"I hereby grant to the Educational Resources Information Center (ERIC) nonexclusive permission to reproduce and disseminate this document as indicated above. Reproduction from the ERIC microfiche or electronic/optical media by persons other than ERIC employees and its system contractors requires permission from the copyright holder. Exception is made for non-profit reproduction by libraries and other service agencies to satisfy information needs of educators in response to discrete inquiries."

Sign
here→
please

Signature: Frank A. Davis	Printed Name/Position/Title: Frank A. Davis, Assat. Prof. of English
Organization/Address: Dept. of English Del Mar College Corpus Christi TX 78404	Telephone: (501) 806-1688
	FAX:
	E-Mail Address:
	Date: 4-3-97

III. DOCUMENT AVAILABILITY INFORMATION (FROM NON-ERIC SOURCE):

If permission to reproduce is not granted to ERIC, or, if you wish ERIC to cite the availability of the document from another source, please provide the following information regarding the availability of the document. (ERIC will not announce a document unless it is publicly available, and a dependable source can be specified. Contributors should also be aware that ERIC selection criteria are significantly more stringent for documents that cannot be made available through EDRS.)

Publisher/Distributor:
Address:
Price:

IV. REFERRAL OF ERIC TO COPYRIGHT/REPRODUCTION RIGHTS HOLDER:

If the right to grant reproduction release is held by someone other than the addressee, please provide the appropriate name and address:

Name:
Address:

V. WHERE TO SEND THIS FORM:

Send this form to the following ERIC Clearinghouse:

Acquisitions
ERIC/REC
2805 E. Tenth Street
Smith Research Center, 150
Indiana University
Bloomington, IN 47408

However, if solicited by the ERIC Facility, or if making an unsolicited contribution to ERIC, return this form (and the document being contributed) to:

~~ERIC Processing and Reference Facility~~
~~1301 Piccard Drive, Suite 100~~
~~Rockville, Maryland 20850-4305~~

~~Telephone: 301-258-5500~~
~~FAX: 301-948-3605~~
~~Toll Free: 800-799-3742~~
~~e-mail: ericfac@inet.ed.gov~~